

Pupil premium strategy / self- evaluation (secondary)

1. Summary information							
School	The Westleigh School						
Academic Year	2019/20	Total PP budget	£361085 (£353,585 plus £7500 (Service and Post LAC))		Date of most recent PP Review	Sept 2019	
Total number of pupils	Sep '19 - 865	Number of pupils eligible for PP	Sept '19 – 379 (43.82%)			Date for next internal review of this strategy	Jan 2020
			Y7	Y8	Y9		
			54 (34%)	81 (54%)	89 (46%)	91 (45%)	64 (41%)

2. Current attainment			
	Pupils eligible for PP (Westleigh)	Pupils not eligible for PP (Westleigh)	Pupils not eligible for PP (national average)
	2019	2019	2018 (2019 not available yet)
% Achievement 9 – 5 in English and maths	12.7%	35.3%	50%
% Achievement 9 – 4 in English and maths	30.9%	62.4%	71%
Progress 8 score average	-0.862	-0.188	0.13
Attainment 8 score average	30.28	43.31	49.96

3. Barriers to future attainment (for pupils eligible for PP)	
Academic barriers (<i>issues to be addressed in school, such as poor literacy skills</i>)	
A.	Current Reading Ages on entry to year 7 for PP students, in all year group, are lower than their non-PP peers. This is a barrier which prevents progress and ability to access exam paper material thus leading to less secure outcomes at KS4.
B.	PP students make less progress than non-PP students this will then have a negative impact on their performance overall.
C.	Attitude to learning is lower with PP students in most year groups.
Additional barriers (<i>including issues which also require action outside school, such as low attendance rates</i>)	
D.	Attendance rates for PP students was 90.8% at the end of 2018/19. This is below the target for all students of 95%. This reduces their school hours and causes them to fall behind on average

4. Intended outcomes (<i>specific outcomes and how they will be measured</i>)		Success criteria					
A.	To diminish the difference between chronological age and reading age by: <ul style="list-style-type: none"> Utilising Accelerated Reader and Lexia Tracking of data during STAR assessments Clear interventions deployed for those students who make less than average progress 	<ul style="list-style-type: none"> Reading ages and the growth in literacy improves based on 2018/19 measures 	<table border="1"> <tr> <td></td> <td></td> <td>Outcomes 2018/19</td> <td>Min. Expected 2019/20</td> </tr> </table>			Outcomes 2018/19	Min. Expected 2019/20
		Outcomes 2018/19	Min. Expected 2019/20				

	<p>with their literacy development.</p> <p>Measured by: Lexia data, star assessments calendared as follows: Y7: week 3, 19 and 33 Y8: week 4, 20 and 34 Y9: week 5, 22 and 35 Y10: week 5, 38 Y11: week 3</p>	<table border="1"> <tr> <td>Reading Ages</td> <td>Y7</td> <td>No data (new cohort)</td> <td>6m</td> </tr> <tr> <td></td> <td>Y8</td> <td>5m</td> <td>7m</td> </tr> <tr> <td></td> <td>Y9</td> <td>9m</td> <td>10m</td> </tr> <tr> <td>Literacy Growth</td> <td>Y7</td> <td>No data (new cohort)</td> <td>60% Average or Above</td> </tr> <tr> <td></td> <td>Y8</td> <td>51.81% Average or Above</td> <td>75% Average or Above</td> </tr> <tr> <td></td> <td>Y9</td> <td>71.60% Average or Above</td> <td>75% Average or Above</td> </tr> </table> <p>This will be evidenced using STAR assessments</p>	Reading Ages	Y7	No data (new cohort)	6m		Y8	5m	7m		Y9	9m	10m	Literacy Growth	Y7	No data (new cohort)	60% Average or Above		Y8	51.81% Average or Above	75% Average or Above		Y9	71.60% Average or Above	75% Average or Above
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B.	<p>Diminish the difference between Year 11 PP students and their peers nationally</p> <ul style="list-style-type: none"> Data tracked and measured at each data collection throughout the year. Students not making expected progress will be identified and intervention, initially at subject level, will be put in place. <p>Measured by: internal data analysis, intervention impact evidence</p>	<p>Diminish the difference in outcomes for Year 11 PP student when compared to nonPP students by ensuring at least 24% of PP students achieve level 5+ in ME which is a 50% increase on outcomes last academic year.</p>																								
C.	<p>Raise aspirations for students.</p> <ul style="list-style-type: none"> Identify PP students who are disengaged/disaffected Mentoring programme to improve ATL Rewards system for PP students with raised ATL. Interventions which will reduce the number of PP students who are excluded or placed into internal exclusion <p>Measured by: AtL data, rewards analysis, exclusion data, internal exclusion data, staff and student voice.</p>	<ul style="list-style-type: none"> ATL improved resulting in fewer behaviour logs and increased progress. A minimum of 90% PP students achieve an ATL score of 3+ The vast majority of students indicate mentoring has improved their attitude to learning. Staff voice indicates that PP students have increased aspirations over the programme. There has been a reduction in the number of exclusions for PP students across all year groups when compared to previous years, and exclusion rates for non-PP. 																								
D.	<p>Improved attendance rates of PP students by:</p> <ul style="list-style-type: none"> Reducing the number persistent absentees among PP students Improving the overall attendance among PP students to be at least in-line with non-PP students. <p>Measured by: Attendance data monitored half termly</p>	<ul style="list-style-type: none"> Diminish the difference of attendance rates of PP students, improving from 90.8% to be more in line with non-PP students at 95% 																								

5. Planned expenditure

Academic year	2019/20
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The three headings enable you to demonstrate how you are using the Pupil Premium to improve classroom pedagogy, provide targeted support and support whole school strategies.

i. Quality of teaching for all

Intended outcome	Action	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Diminish the difference	Provide extra support in maths,	Small group interventions with highly	Analysis of data throughout the	JCS	After data collection 1, 2 and 3, for

<p>between PP and nonPP students.</p>	<p>English and science by reducing class sizes to ensure high attainment</p> <p>Quality First Teaching, based on the non-negotiables will provide students with the support they need to make progress. QFT will be evidence via lesson drop-ins, detailed work scrutiny targets. Subject specific CPD will also be delivered by Heads of Faculty throughout the year.</p> <p>To provide a mentor for PP students with the greatest need to keep track of progress and support them to improve.</p> <p>Ensure all PP students have access to the materials they need to enable them to access the curriculum</p> <p>To provide Access Arrangements for those PP students in need</p> <p>Staff CPD will be delivered specifically on stretching the most able (09/12/19)</p>	<p>qualified subject specialists are known to be effective. Research from the NFER states that teacher quality is important to pupils' learning and that it particularly benefits <u>disadvantaged pupils</u>. [Larger classes] would reduce the amount of attention [teachers] could give to individual pupils during lessons and that this could have a negative impact on their learning</p> <p>Research from the EEF has shown that small group instruction and one to one tutoring are effective ways to improve attainment.</p> <p>Reduction in class size allows the teacher greater proximity to the students and thus more opportunities for one-to-one and small-group instruction. It also allows for high quality feedback which is an effective way to improve attainment.</p> <p>At the end of year 10, the data for current Y11 shows PP students are behind in the majority of measures.</p> <p>The progress 8 gap from Summer 2019 outcomes was -0.737</p> <table border="1" data-bbox="857 1203 1167 1286"> <thead> <tr> <th>PP</th> <th>nonPP</th> <th>Diff</th> </tr> </thead> <tbody> <tr> <td>-0.871</td> <td>-0.134</td> <td>-0.737</td> </tr> </tbody> </table>	PP	nonPP	Diff	-0.871	-0.134	-0.737	<p>academic year</p> <p>Regular and rigorous line management by PLS of Core Leads using FLMA.</p> <p>SOW identify plans for PP progress</p> <p>Faculty RAPs plan effectively for PP students</p> <p>Work book scrutiny to ensure progress.</p> <p>PP Champions in each faculty:</p> <ul style="list-style-type: none"> raise awareness and draw attention to the progress and ATL of disadvantaged students within faculty meetings to ensure underperformance is identified and actions are in place. identify and share good pedagogical practice within the faculty that improves outcomes for disadvantaged students. Identify examples of good practice for discussion at PP Champion meetings <p>Lesson drop ins through quality assurance procedures.</p> <p>Learner consultations to ensure</p>	<p>PLS/NTS</p> <p>JCS</p> <p>JCS</p>	<p>all years.</p> <p>Every two weeks, with half termly FLMA scrutiny to ensure rigour.</p> <p>Fortnightly and feedback provided to SLT through T&L briefing.</p> <p>Once a half term.</p> <p>After data collection 1, 2 and 3, for</p>
PP	nonPP	Diff									
-0.871	-0.134	-0.737									

	<p>Boost the performance of selected Y11 students (based of DC4 data and ATLS) through PiXL Booster by providing access to Renaissance Learning, Maths Whizz and Tassomai. Students.</p> <p>Provide form time intervention for low achieving High Ability students to make use of this time to fill gaps and boost performance.</p>		<p>students are clear on their progress and how to address their next steps.</p> <p>Analysis of data throughout the academic year</p>		<p>all years.</p> <p>Once a half term</p>
<p>Diminish the difference in reading ages compared to chronological age</p> <p>To increase parental engagement and support with reading.</p>	<p>Baseline reading tests to take place for all year groups as follows:</p> <ul style="list-style-type: none"> • Y7/11: week 3 • Y8: week 4 • Y9/10: week 5 <p>Use of Accelerated Reader in Y7, 8 and 9 to monitor reading practice and progress</p> <p>Provide choral reading opportunities including reading comprehension strategies for all year groups</p> <p>Communicate reading ages to parents as part of the three reports to parents which also include strategies on how</p>	<p>Accelerated Reader was shown to have a positive impact in an independent evaluation. By the end of Y8, 71% of PP students made average or above average progress in reading.</p> <p>Reading ages for PP students are lower than non-PP students. Reading ages are not in line with chronological age.</p> <p>EEF evidence shows that reading comprehension strategies are effective way to improve attainment</p> <p>Reading age has a considerable impact on the ability for a student to access examination material at the end of key stage 4.</p> <p>EEF research on peer tutoring (e.g. paired</p>	<p>Analysis of reading age data through star assessments, three times a year for 7 and 8 and twice for 9 and 10.</p> <p>Form drop-ins undertaken utilising whole school drop ins proformas to ensure reading is taken place in form time.</p> <p>Parent survey issued to parents after data collection 1 to check understanding of the reports.</p> <p>Parent consultation during parent forum to gain feedback regarding impact of Accelerated Reader and Choral Reading strategies</p>	<p>LEC</p> <p>JCS</p> <p>PLS</p> <p>GJS</p>	<p>Analysis three times a year for 7 and 8 and twice for 9 and 10.</p> <p>Weekly drop ins completed by SLT and centrally stored.</p>

	<p>parents can support with their child's reading.</p> <p>Students with highest reading ages and those seen to be closing the gap are celebrated through assembly.</p> <p>Paired reading:</p> <ul style="list-style-type: none"> • KS4 paired with year 7 • Male staff paired with reluctant boy readers • Parent/grandparent readers 	<p>reading) impacts on attainment</p>	<p>SLT line management of Heads of Year ensure reading celebrations takes place.</p> <p>Regular line management by PLS to ensure paired reading is implemented</p>	<p>TKS</p> <p>PLS</p>	
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Total budgeted cost £232688

ii. Targeted support

Intended outcome	Action	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
<p>Problem behaviour addressed specific to PP students</p> <p>Provide targeted support for PP students who struggle with their behaviour and when ready, integrate them steadily into mainstream.</p> <p>Ensure PP students with safeguarding needs are supported and in receipt of</p>	<p>Intensive pastoral, therapeutic and behaviour support for high profile PP students which includes support from the inclusion centre, safeguarding teams, Orchard and Alternative Provision. This includes:</p> <ul style="list-style-type: none"> • Pastoral support staff allocated caseloads to meet the specific individual needs of students • Use pastoral staff to engage with parents before intervention begins. • Academic support via 	<p>The EEF Toolkit suggests that targeted interventions matched to specific students with particular needs or behavioural issues can be effective, especially for older students.</p> <p>The NFER also states that focussing on behaviour (as well as attendance and QFT) contributes to improvement</p> <p>Last academic year, 3 out of 4 students given a fixed term exclusion were PP.</p> <p>Early indications also evidence that ATL scores for PP students are lower than non-PP.</p> <p>85.7% of Orchard students last year were</p>	<p>Analysis of the following data throughout the academic year:</p> <ul style="list-style-type: none"> • ATL data • Exclusion data • Social/Welfare data • Outcomes across DC1 to 3 <p>Regular line management of pastoral staff and pastoral team meetings to ensure focus remains on PP students. Ensure identification of students is fair, transparent and properly recorded.</p> <p>Increase in numbers of rewards</p>	<p>TKS</p> <p>TKS</p> <p>TKS</p> <p>TKS</p>	<p>Half termly analysis of data</p> <p>Half termly presentation to SLT at strategic SLT meeting.</p> <p>Half termly presentation to SLT at strategic SLT meeting.</p> <p>Completed three times as year (in line with SET surveys).</p>

<p>the help they need.</p> <p>To keep all PP students in education.</p> <p>To raise aspirations of PP students</p>	<p>bespoke curriculum delivered through the Orchard centre with the main aims of preventing P/E, improving attendance and engagement, reducing barriers to learning, reducing FTEs & IE and improving ATLS.</p> <ul style="list-style-type: none"> • HLTA to provide bespoke 1 to 1 and small group intervention packages focussing on learning support an behaviour management specific to PP students who are also SEND <p>Provide external alternative provision for PP students</p>	<p>PP students</p> <p>30.6% of PP students also have an SEN need.</p> <p>Safeguarding is our utmost priority and would always be given the attention required. Greater social/welfare issues arise with our PP students. Of the students in receipt of safeguarding support last year, 68% were PP students.</p>	<p>Orchard impact update provided to SLT once per half term focussed on targets identified on entry for each student.</p> <p>Staff survey will report an improvement in behaviour and 90% of PP students will have an ATL scores of 3+.</p>	<p>TKS</p> <p>GJS</p> <p>GJS</p> <p>TKS</p>	<p>Half termly AP impact shared to SLT and reported to the governing body each term.</p>
<p>Reduce absence / PA rates of PP students</p>	<p>A greater focus on attendance of PP students specifically including identified case loads and priority calls.</p> <p>Attendance CPD for Heads of Year w/c 28th Oct to ensure all clear on attendance processes and protocols.</p>	<p>DfE research states that there is a clear link between poor attendance and lower academic achievement</p> <p>Advice from National Strategies says</p> <ul style="list-style-type: none"> • the link between attendance and achievement are strong • Students with persistent absence are less likely to attain at school and stay in education after the age of 16 years. <p>Focussing on attendance (as well as behaviour and QFT) contributes to improvement.</p> <p>We can't improve attainment for children if</p>	<p>Fortnightly meetings with attendance officer to analyse attendance data and identify impact of case loads.</p> <p>Implementation of strategies such as:</p> <ul style="list-style-type: none"> • Letters about attendance to parent/carers. • Attendance Officer to visit all PA at home to discuss attendance with parents/carers and explore barriers • Rewards to encourage good attendance 	<p>JCS/TKS</p>	<p>Fortnightly, minuted meetings and weekly attendance meetings at SLT highlight key students.</p>

they aren't actually attending school. NFER briefing for school leaders identifies addressing attendance as a key step.

Attendance figures for PP students are dropping although slowing down on the previous year.

The attendance gap between PP and nonPP in Year 10 and Year 8 is significant. Focus needs to specifically take place with these year groups.

Total budgeted cost £112007

iii. Other approaches

Intended outcome	Action	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?																																																						
<p>Raise aspirations of PP students and ensure 100% of PP students experience at least one future pathway, cultural/natural world visit by the end of the year.</p>	<p>The Westleigh Curriculum Pledge is rolled out to all stakeholders with central tracking implemented.</p> <ol style="list-style-type: none"> Central tracking of the curriculum pledge in place. Interventions take place for students with a specific focus on PP students not projected to achieve the 100% benchmarks for the pledge. 	<p>EEF toolkit shows that opportunities to engage in enrichment activities can be effective in improving attainment</p> <p>Some of our students don't have access to a variety of enrichment opportunities and cultural experiences; this can limit their aspirations post 16.</p> <p>CEIAG data evidences:</p> <table border="1" data-bbox="766 1098 1247 1300"> <thead> <tr> <th></th> <th>School</th> <th>LA</th> </tr> </thead> <tbody> <tr> <td>Post16 training / education</td> <td>95.15%</td> <td>95.42%</td> </tr> <tr> <td>NEET</td> <td>2.78%</td> <td>1.88%</td> </tr> </tbody> </table> <table border="1" data-bbox="766 1348 1247 1476"> <thead> <tr> <th>Activity</th> <th>The Westleigh School</th> <th>Percentage</th> <th>Wigan Borough</th> <th>Percentage</th> </tr> </thead> <tbody> <tr> <td>Not Known</td> <td>1</td> <td>0.69%</td> <td>01</td> <td>1.62%</td> </tr> <tr> <td>Employment no Training</td> <td>2</td> <td>1.39%</td> <td>28</td> <td>0.83%</td> </tr> <tr> <td>Voluntary & Part Time Activities</td> <td>2</td> <td>0.00%</td> <td>2</td> <td>0.06%</td> </tr> <tr> <td>NEET</td> <td>4</td> <td>2.78%</td> <td>63</td> <td>1.88%</td> </tr> <tr> <td>FE</td> <td>116</td> <td>82.56%</td> <td>2393</td> <td>86.13%</td> </tr> <tr> <td>Employment with Training /Apprenticeships</td> <td>13</td> <td>9.03%</td> <td>189</td> <td>5.63%</td> </tr> <tr> <td>Training</td> <td>8</td> <td>5.56%</td> <td>123</td> <td>3.66%</td> </tr> <tr> <td>Grand Total</td> <td>144</td> <td>100.00%</td> <td>3399</td> <td></td> </tr> </tbody> </table>		School	LA	Post16 training / education	95.15%	95.42%	NEET	2.78%	1.88%	Activity	The Westleigh School	Percentage	Wigan Borough	Percentage	Not Known	1	0.69%	01	1.62%	Employment no Training	2	1.39%	28	0.83%	Voluntary & Part Time Activities	2	0.00%	2	0.06%	NEET	4	2.78%	63	1.88%	FE	116	82.56%	2393	86.13%	Employment with Training /Apprenticeships	13	9.03%	189	5.63%	Training	8	5.56%	123	3.66%	Grand Total	144	100.00%	3399		<p>Attendance rates of PP students monitored</p> <p>Analysis of tracking will be undertaken to ensure high participation rates with students</p> <p>Student voice activities will be undertaken to ensure PP students have higher aspirations.</p> <p>Analysis of NEET data</p> <p>Data analysis of Key stage 4</p>	<p>TKS</p> <p>JCS</p> <p>JCS</p>	<p>Review and analysis of central tracking of the pledge w/c 17th Dec</p> <p>Half termly monitoring of participations rates.</p> <p>Baseline questionnaire completed during term 1 and then impact monitored termly.</p> <p>Analysis completed with each data collection.</p>
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	Provide 1 years musical instrument tuition to 22 PP students who have opted for Music	Some of our students are not in a position to fund musical instrument tuition that will have an impact on their ability to secure higher grades at key stage 4 music.	internal assessments highlight impact of tuition.		
All PP students are on a future pathway after leaving school. NEET figure at 0%.	Provide all PP students in Y11 with bespoke CEIAG and future pathways	The Nfer suggests there is telling research evidence that appropriate careers education and guidance provision can contribute to the development of young people's careers-related skills and learning outcomes High level of unemployment in the area. NEET figures for PP students needs to remove.	Employ careers advisor to meet with every student and support next steps. Termly analysis of data	TKS	Termly analysis of data to identify PP students who do not have a future pathway in place.
Total budgeted cost					£16390

6. Review of expenditure

Previous Academic Year		2018/19		
i. Quality of teaching for all				
Intended outcome	Action	Estimated impact: Did you meet the success criteria? (Include impact on pupils not eligible for PP, if appropriate).	Lessons learned (and whether you will continue with this approach)	Cost
Reading age to match chronological age for PP students	Implement whole school reading strategies that will support and improve reading for PP students	Accelerated Reader introduced in Y7 and Y8. From their starting points, 51.8% of former Y7s have made average or above average progress. For former Y8s , 71.6% have made average of above average progress.	Accelerated Reader has proven to show significant gains. Licences have now been purchased to support years 7 to 9 and will be utilised during timetabled library lessons. We now have a strong practitioner of Accelerated Reader who will be providing CPD for the rest of the	£419.25 THUG books

		<p>In conclusion, at the end of key stage 3:</p> <ul style="list-style-type: none"> the literacy growth for 71.6% of PP students was average or above average The gap between chronological age and reading age has reduced by 2 months. <p>Choral reading strategy implemented in Y11. As this occurred in Y11, measured impact on reading age is unavailable however engagement of learners and student voice responses were positive.</p>	<p>faculty.</p> <p>Provide the texts in advance to allow form tutors to read the texts beforehand. This is a costly approach but one that appears to be beneficial.</p>										
<p>For PP students to make as much progress as their non-PP peers</p>	<p>Create a tiered Pupil Premium Promise which provides teachers with invaluable information about each PP student that covers:</p> <ul style="list-style-type: none"> Learning strategies Turbulence Factors Progress Data Attendance Data Mentoring programme <p>CPD opportunities for staff on strategies to support for PP students.</p>	<p>The Pupil Premium Promise was deployed with a number of year 10s. Of the students in the trial, all made positive improvements in progress and attendance.</p> <table border="1" data-bbox="1014 914 1438 1075"> <thead> <tr> <th></th> <th>Focus Group</th> <th>PP as a cohort</th> </tr> </thead> <tbody> <tr> <td>Progress</td> <td>+0.5</td> <td>-0.16</td> </tr> <tr> <td>Attendance</td> <td>+1.6%</td> <td>-0.79%</td> </tr> </tbody> </table> <p>This has now led to a whole school strategy which has been launched in Sept 2019</p> <p>Staff awareness was raised in readiness of the pupil premium launch.</p>		Focus Group	PP as a cohort	Progress	+0.5	-0.16	Attendance	+1.6%	-0.79%	<p>The feedback from the trial will now lead to a whole school rollout and the evidence obtained will be used to support with buy-in and to ensure momentum with the initiative.</p> <p>CPD will continue to be an approach but will be integrated with the launch of the PP Promise and the embedding of PP Champions in each faculty</p>	<p>£0</p>
	Focus Group	PP as a cohort											
Progress	+0.5	-0.16											
Attendance	+1.6%	-0.79%											

<p>For PP students to make as much progress as their non-PP peers in the core subjects</p>	<p>Continue to employ additional Maths, English and Science teachers using the PPG to reduce class sizes in core subjects where necessary to ensure the less able, PP students are given more teacher time</p>	<p>There was an increase in percentage of PP students achieving 9-4 in Maths and Science</p> <p>Results</p> <table border="1" data-bbox="1016 225 1397 480"> <thead> <tr> <th></th> <th>2018</th> <th>2019</th> </tr> </thead> <tbody> <tr> <td>9-4 Ma</td> <td>36.89%</td> <td>40.0%</td> </tr> <tr> <td>9-4 En</td> <td>51.5%</td> <td>36.4%</td> </tr> <tr> <td>9-4 Sc</td> <td>17.9%</td> <td>23.6%</td> </tr> <tr> <td>9-5 Ma</td> <td>20.6%</td> <td>18.2%</td> </tr> <tr> <td>9-5 En</td> <td>36.8%</td> <td>21.8%</td> </tr> <tr> <td>9-5 Sc</td> <td>11.8%</td> <td>10.9%</td> </tr> </tbody> </table> <p>In relation to progress, there was a decline in English element of progress 8, the Maths element of Progress 8 and an increase in Science VA when compared to the previous year.</p> <p>Progress</p> <table border="1" data-bbox="1016 791 1337 997"> <thead> <tr> <th></th> <th>2018</th> <th>2019</th> </tr> </thead> <tbody> <tr> <td>P8 Ma</td> <td>-0.766</td> <td>-0.777</td> </tr> <tr> <td>P8 En</td> <td>-0.727</td> <td>-0.913</td> </tr> <tr> <td>9-4 Ebacc</td> <td>-0.920</td> <td>-1.002</td> </tr> <tr> <td>Science VA</td> <td>-0.947</td> <td>-0.888</td> </tr> </tbody> </table>		2018	2019	9-4 Ma	36.89%	40.0%	9-4 En	51.5%	36.4%	9-4 Sc	17.9%	23.6%	9-5 Ma	20.6%	18.2%	9-5 En	36.8%	21.8%	9-5 Sc	11.8%	10.9%		2018	2019	P8 Ma	-0.766	-0.777	P8 En	-0.727	-0.913	9-4 Ebacc	-0.920	-1.002	Science VA	-0.947	-0.888	<p>If we are going to improve results for PP students, it is imperative that we continue to employ additional maths, English and science teachers. Outcomes for all students have improved considerably in maths, English and science. Close monitoring of the PP cohort and the implementation of the pupil premium promise will ensure PP students form the priority within classrooms.</p>	<p>£193642.63 (salary costs for the teachers)</p>
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ii. Targeted support

Intended outcome	Action	Estimated impact: Did you meet the success criteria? (Include impact on pupils not eligible for PP, if appropriate).	Lessons learned (and whether you will continue with this approach)	Cost																														
<p>Reduce the number of FTEs and behaviour incidents particularly for PP students</p>	<p>Develop a sense of connectedness which is the belief by students that adults in the school care about their learning as well as about them as individuals. Strong scientific evidence states that a student who feels</p>	<p>FTEs 2018/19</p> <table border="1" data-bbox="1016 1310 1473 1508"> <thead> <tr> <th></th> <th>pp</th> <th>Non PP</th> <th>Total</th> <th>%PP</th> </tr> </thead> <tbody> <tr> <td>Former 7</td> <td>13</td> <td>1</td> <td>14</td> <td>93%</td> </tr> <tr> <td>Former 8</td> <td>26</td> <td>18</td> <td>44</td> <td>59%</td> </tr> <tr> <td>Former 9</td> <td>44</td> <td>6</td> <td>50</td> <td>88%</td> </tr> <tr> <td>Former 10</td> <td>23</td> <td>9</td> <td>32</td> <td>72%</td> </tr> <tr> <td>Former 11</td> <td>14</td> <td>7</td> <td>21</td> <td>67%</td> </tr> </tbody> </table>		pp	Non PP	Total	%PP	Former 7	13	1	14	93%	Former 8	26	18	44	59%	Former 9	44	6	50	88%	Former 10	23	9	32	72%	Former 11	14	7	21	67%	<p>We still need to be aware of the status of the student before imposing sanctions. If possible, alternative sanctions should be realised for PP students.</p>	<p>£38821.06 (50% payment Orchard salaries) £35679.51 (TA</p>
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	<p>connected to school is less likely to exhibit poor behaviour</p> <p>Develop resilience in students to support them in dealing with situations appropriately</p> <p>Implement a behaviour rewards system for all that specifically supports PP students</p> <p>Be aware of status of student (PP/nonPP) and where possible, provide alternative sanctions to FTEs.</p>	<table border="1" data-bbox="1016 65 1478 108"> <tr> <td></td> <td>120</td> <td>41</td> <td>161</td> <td>75%</td> </tr> </table> <p>There was a 39% reduction of FTEs (PP and nonPP) in 2018/19 when compared to 2017/18</p> <p>The introduction of the new ATL system has allowed us to track poor attitude and behaviour more clearly. Early indications show there is a slight reduction in average ATL for PP students when compared to nonPP</p> <p>The Orchard provision has been paramount in providing academic, pastoral and therapeutic support for students, all of which are eligible for pupil premium. Without this provision, it is likely that these students would ultimately be permanently excluded.</p> <p>69.43% of students who utilised the counsellor were PP helping to build resilience and provide coping strategies.</p>		120	41	161	75%	<p>The strategies identified from Ed Psych can be added to the 360 profiles to ensure all members of staff have access to the full picture of the student quickly rather than accessing information from several sources.</p>	<p>support salaries)</p> <p>£8000 (Ed Psych payments)</p> <p>£900 (psychometric testing)</p> <p>£20000 (50% towards counselling)</p> <p>£31562.97 (50% payment of Pastoral support salaries)</p>	
	120	41	161	75%						
<p>Reduce absence / PA rates of PP students</p> <p>For attendance of PP students to at least meet the school target of 95%</p>	<p>Recognise and reward good and improving attendance</p> <p>Develop resilience in students to support them in attending school daily</p> <p>Nurture parental involvement to encourage regular attendance and identify, then remove, barriers such as poverty, child care and safety concerns</p> <p>Create a reason for students to come to school</p>	<p>The support from the attendance worker helps to develop the resilience in students to support them in attending school. Attendance hasn't improved although is in line with national data</p> <table border="1" data-bbox="1016 1262 1456 1345"> <thead> <tr> <th>Westleigh PP</th> <th>National PP</th> <th>Diff</th> </tr> </thead> <tbody> <tr> <td>90.8%</td> <td>91.1%</td> <td>-0.3%</td> </tr> </tbody> </table> <p>Attendance awards are part of the school culture</p>	Westleigh PP	National PP	Diff	90.8%	91.1%	-0.3%	<p>Strategies from Humanutopia need to be delivered in house rather than purchasing support at additional costs to the school.</p> <p>Nudging Attendance strategy needs to be relaunched following the implementation of the new text service.</p>	<p>£14414.33 (part payment of attendance worker salary)</p> <p>£3800 (Humanutopia)</p>
Westleigh PP	National PP	Diff								
90.8%	91.1%	-0.3%								

	<ul style="list-style-type: none"> • Greet students at the door – set the tone by starting the day with a positive interaction • Increased opportunities for extracurricular and co-curricular involvement • Provide enrichment activities for students such as field trips, assemblies, and dances 	<p>No Barriers meeting room now in place to foster positive relationships with parents.</p> <p>Using the “Who believes in me” questionnaire, students have been able to identify at least 3 members of staff in school who they feel believe in them the most. This evidences relationships and also allows us to call upon such staff in times of need. Where possible, the staff chosen have become the students mentor thus meaning relationships are already established.</p> <p>125 cultural and enrichment trips were organised last academic year spanning all year groups and interests.</p> <p>Single lunch has increased extra-curricular activities</p>	<p>Parent voice required to gather feedback from hard to reach parents so the No Barriers meeting room can be enhanced further.</p> <p>Parents evening chaperones were offered but the offer was not taken up. Look at alternative methods to engage hard to reach parents</p> <p>Keep a database of trips to ensure that every PP child has had an experience.</p>	
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iii. Other approaches

Action	Intended outcome	Estimated impact: Did you meet the success criteria? (Include impact on pupils not eligible for PP, if appropriate).	Lessons learned (and whether you will continue with this approach)	Cost
Embed AfA practices to have a strong focus on aspirations, access and achievement for all	<p>Increased parental engagement of PP students</p> <p>Improved resilience of PP students</p> <p>Increased ATL</p>	<p>The average ATL scores for PP students is 3.06 compared to 3.07 for non-PP students. This data evidences that students across all year groups have met our standards towards attitude to learning</p> <p>Structured Conversations training delivered by AfA. Heads of Year follow a structured pathway when engaging with</p>	Strategies from AfA have been embedded particularly in view of the ‘no barriers’ meeting room.	<p>£3300 (AfA)</p> <p>£8500 (towards careers information)</p>

		<p>parents. No Barriers Meeting room furnished as a result.</p> <p>Resilience CPD delivered with pastoral staff. Restorative conversations are the norm.</p> <p>4 students (2.78%) are classed as NEET.</p>		
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Other spend:

French Revision Guides	£62.50
War Boards	£341.50
Taxi to exam	£35
PE Kit	£66.50
Performance tickets	£54.00
Food Tech Ingredients	£42.48
Shoes	£20.00
LAC funding	£23,000 (detailed separately)

Available spend: £370750.00

Total spend: £370861.73